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REPORT

Washington (Terr.). Supt. of public instruction,

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

WASHINGTON TERRITORY.

HOUSE, Jan 6.—Laid on the table and 100 copies ordered Printed

OLYMPIA:
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1862

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REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

OFFICE OF PUBLIC INSTRUCTION,
Olympia, W T, Dec. 10, 1861.

To the Honorable the Legislature of the Territory of Washington:

The act to create the office of Public Instruction makes it the duty of the Superintendent to collect all such information as may be deemed important in reference to common schools, especially the number of children, the number and quality of schools, the number of scholars in attendance, the amount paid for tuition, also, to collect information of the number of school houses, and the amount expended from year to year, for the erection and repairing of school houses, and all other matters in reference to the operation and effect of the Common School system, and report annually to the Legislature the information thus collected, and suggest such improvements from time to time as the interests of education may require

In accordance with the above requirements, I submit the following report with such recommendations as I deem important for the interests of education in the Territory

My report, from the nature of the case, will be very unsatisfactory, from the fact that our Common School system is not yet matured, and the act to create county Superintendents does not make it their duty to report to this office I have corresponded with all the county Superintendents during the year, requesting of them such information as desired by law

Many of them have responded to the request sent early in the year and their reports can be found in the following pages Still a number of counties have not been heard from This we regret, because we desire to bring before you all the information important for proper legislation on this subject, but we hope that the future will perfect what has been begun during the past year

We have been enabled to visit a number of schools in the Territory, and we are gratified to notice the interest on the subject of education among the people

Too much can hardly be said in favor of Popular Education It dissipates the evils of ignorance, which are the greatest hindrances to the progress of our free institutions It increases the productiveness of labor in all the industrial pursuits of civilized life When its appliances are wisely arranged it always tends to diminish pauperism and crime, and to promote human happiness Hence we would urge upon you the importance of developing our educational interests

SCHOOL LAND

The General Government has very wisely set apart one-eighteenth of the public land for common school purposes This, in itself, properly managed, will make all our public schools free Through the kindness of Jared Hurd, Esq, of the Surveyor General's Office, I am put in possession of the probable amount of land donated for educational purposes in this Territory :

	Acres.
For Common School purposes,.....	10,161,138
For University purposes,.....	46,080
Total amount,.....	10,207,218

Now suppose this common school land is sold at the very low rate of fifty cents per acre, and we have the munificent sum of five millions eight thousand and five hundred and sixty-nine dollars. If this amount be put at the low rate of ten per cent. interest, we shall have an annual income of five hundred and eight thousand and fifty-six dollars and ninety cents.

This sum will pay seven hundred and twenty competent teachers annually

UNIVERSITY

The General Government has given to the Territory, for the endowment of a University, 46,080 acres of unoccupied land—hence the land may be located when it is the most saleable and desirable, in tracts to suit purchasers, not exceeding 640 acres in one body.

Therefore we conclude that the average value of these lands is above the minimum price of $1 50 per acre, making a fund not less than $75,000, and possibly, if disposed of judiciously, might amount to double of the above estimate We think it a wise provision of the Legislature in appointing commissioners to locate at an early day all the University lands

The commissioners of the University lands felt themselves authorized, after selecting the site of the University and in improving the same, to commence the University buildings, and are now nearly completed

About one-half of the whole amount donated has been expended

We think that the expense already too great for the public good of the Territory

In fact, if the matter is well considered, we shall find that we are not yet prepared for a Territorial University

We have reason to believe that there is not a young man in the Territory who could pass an examination to enter the University course Hence, where is the propriety of spending all this money?

There is not in all King county, (the county in which the University is located), one hundred children of lawful age to attend even a district school

Our common schools demand our attention first, then our high schools, academies, colleges and universities, but in the above, matters are reversed—University first then common schools

We feel it to be our duty to enter, officially, our protest against this hasty expenditure of our public school funds

We hold that public good should never be sacrificed for individual interest

We have no doubt but that your honorable body will guard well the funds donated for public instruction

TEXT BOOKS

This office has been honored during the year with most of the text books now in use, for examination and introduction into the schools of the Territory We deem it very important to have a uniform system of school boooks. Hence, after having consulted several county Superintendents and educators, we officially recommended the following list of Text Books to be used in our common schools:

Readers—Parker's and Watson's series, including speller and 1, 2, 3, 4 and 5 Readers.

Arithmetics—Ray's, Part I, II, III, and High School Arithmetic
Algebras—Ray's, Part I, II.
" Geometry and Trigonometry
" Surveying.
Eng. Grammar—Clark's, Part I and II
Geography—Connell's Series
Town's Speller for advanced classes
Cutler's Physiology
Wood's Botany.
Webster's Unabridged Dictionary
To the above list I will now add the following

QUACKENBOSS HISTORIES U. S.

1st Quackenboss, Lessons in English Composition.
2d do Natural Philosophy
3d. The Spencerian System of Penmanship.

We also recommend that a copy of Lippincott's Pronouncing Gazetteer of the World be a constant companion of Webster's Unabridged Dictionary, in every school house.

Since we recommended the above Text Books, Marcus Wilson, A. M., has edited a series of School Readers, which we think superior to any now in use, a copy of which he has honored this office, and are ready for examination by any one. Besides the superior claims of matter presented and the excellent illustrations, Prof. Wilson has offered through his publishers, Harper & Brothers, a very liberal deduction in the price, in case we introduced them into our schools. In view of the facts in the case, I recommend their use in our common schools.

We publish the following letter from Prof. Wilson on the subject, which will be found important to our educational interests ·

LETTER FROM PROFESSOR WILSON.

HARPER & BROTHER, N. Y., Sept. 10, 1861.

MR. B C. LIPPINCOTT, *Pr of Puget Sound Institute, and Supt of Schools of Washington Territory:*

DEAR SIR—I observe a letter of yours to Harper & Brother, relative to my Reader, and I observe that they offered you the Reader at half price for introduction.

This is right, for first supplies furnished directly to schools. To *Agents*, however, who will canvass a definite territory for the books, we offer additional inducements. We let *them* have the books at a discount of *two-thirds* from retail prices, for cash, for first introduction into schools,—they to furnish us the statements of teacher that they have obtained the books for that purpose Our regular wholesale price of the

eader we have put at a discount of one-third from retail, instead of one-ourth, as formerly.

We should be glad to hear from you on the subject of securing the ntroduction of "Wilson's School and Family Readers" into your chools. We have initiated arrangements by which they will probably o into the schools in Oregon,—here, in the "old country," they are arrying all before them. I send you a pamphlet of the "Educational Bulletins," giving prices of the Reader, recommendations, &c. We shall e glad to hear from you further.

I should have mentioned that we are getting out a series of "School nd Family Charts," &c., to accompany the Readers, and to initiate and arry on the system of "Object Lesson" teaching, now so much talked f.

Can you give me a list of schools and teachers in Washington Territory?

MARCUS WILSON,
FOR HARPER & BROTHER.

NUMBER OF CHILDREN.

From the most reliable information at our command, we find that the number of children over the age of four and under twenty-one years is 2,141.

NUMBER OF SCHOOL-HOUSES.

We have about fifty-three school-houses in the Territory, and some of them are not worth so much as the name of a school-house. The probable cost of these buildings will not amount to the sum of twenty-six thousand five hundred dollars.

As the country is yet new, and we have just begun to build our school-houses, we would suggest to the directors of school districts, that when you build school-houses, do it well—make them large and comfortable. You may not have to stop in them, but your little ones do. "The thing that is worth doing at all is worth doing well." Let us prove this in every school-house we build—let each one be an ornament to the district and to the Territory.

COST OF INSTRUCTION.

From the very best information I have at hand, there is paid out annually about $9,638 22 for instruction out of the public school fund.

SCHOOL REGISTERS.

The law requires me to furnish county superintendents with forms

for the district trustees and teachers, for keeping their accounts and registers. These forms are to be delivered by the several county superintendents to all the districts throughout their respective counties. This is an important provision, and in fact the only way we can arrive at all the important items of our common school system.

This duty I was unable to perform from want of means to purchase such forms. I hope your honorable body will relieve this office from that embarrassment in the future.

RECOMMENDATIONS.

1st. I recommend that you so amend Section 8, Chapter II, of school law, that the county superintendents be required to report to this office on or before the first of December of each year.

2d. That every chartered institution of learning be required to report annually to this office on or before the first of December the number of children, expenses, &c.; in fact every particular of public interest.

3d. That you so assist this office that your Superintendent may devote his time to the interest of Public Instruction, and that you authorize him to give certificates of qualification to teachers of ability which will endorse them in any county in the Territory.

4th. As there is some doubt about the legality of the sale of the University land, I would recommend that you discontinue the further sale of it for the present.

5th. That the county commissioners take into consideration the sale of some of our common school lands, in order that we may the better sustain our common schools. [See act relative to the sale of school lands.]

6th. Hon. Wm. H. Wood, superintendent of common schools of Pierce county, has made to me the following recommendations, to which I call your attention:

"I would also recommend that section 9 of the school law, page 307, statutes of 1859-60, be amended by inserting the words, "all moneys which may be then due and to be paid into," after the word "of" in the second line, so as to read "that all moneys which may be then due and to be paid into the school fund in the county treasury" shall be apportioned. I would also inquire whether the repealing clause in said act will include Section 33 of the Revenue Act, page 338, statutes of 1853-4. If so, I would earnestly recommend that it be revived by act of the Legislature this session.

Respectfully submitted,

B. C. LIPPINCOTT,

Superintendent of Public Instruction, W. T.

Appendix

Washington (Terr.) Supt. of Public Instruct.

REPORTS OF COUNTY SUPERINTENDENTS.

THURSTON COUNTY

OFFICE SUPT. COMMON SCHOOLS,
Olympia, January 1st, 1862

B. C. LIPPINCOTT, ESQ.,

Territorial Superintendent Public Instruction:

SIR—The following brief summary of school matters in this county is submitted in accordance with your request:

Number of school districts organized and receiving public money,		11
Number of school houses in the county,		11
No. of youth enrolled in the schools during the year—males,	231	
No. of females,	195	426
Amount of school funds assessed for the year 1861,	$1394	75

The meagre and imperfect statistical information furnished me by the school officers of the several districts, render it impossible to report as fully as should be done. The school law of this Territory requires the clerk of districts to submit to the superintendent each year a report of a certain character, the substance and requirements of which are fully expressed in the law, yet I am sorry to say that with two or three exceptions, this duty seems to have been ignored, and very little attention given it.

From some districts in this county, report is simply made of the

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number of scholars in the district, and this I am inclined to believe, only because each person between the age of four and twenty-one is entitled to a certain amount of the public school fund, which the officers of the district seem never to forget, although neglecting the balance of their duties embraced in the same paragraph of the law The necessity of giving in the number of scholars is a bright particular point in the school law to district officers, and one which they never lose sight of, for the reason, probably, that each scholar being entitled to a certain amount of money from the treasury, it renders that part of the duty imposed upon them rather pleasant, in view of the fact that it is a paying institution, and is deemed by district clerks and directors worthy their attention

When the annual appropriation is made, they employ a teacher, who will eke it out the longest, and when the amount is consumed, their temple of learning is closed up for the remainder of the year The people, in such cases, do not seem to understand that the public school money is designed not to perform the whole work of educating their children, but simply to act as an encouragement to parents to perform their own duty The most prompt and efficient remedy in such cases would be to make the distribution of public money to such districts conditional upon their paying an equal amount, or in any event, a sufficient sum to support a good school for six or eight months of the year. Such a provision could work no hardship to such districts as are already performing their duty, but would be a practical lesson to those who are not It is no oppression to compel every neighborhood and county—every community large or small—to educate its own children

Another and greater obstacle to advancement and better success in our public schools, is the want of qualified teachers. Most of those engaged in the work have but a temporary interest in its progress, tarrying but a few weeks or months, and then passing to other homes or into other fields of enterprise. Others assume the important office of teacher not because they imagine they have any special qualification for the work, but because they fancy it is an easy way to spend time, and a convenient method of replenishing an empty pocket.

It is an idea with many that it requires no special preparation, no great amount of character and fitness to teach young children in our schools. But no idea has ever wrought greater ruin. Shoemakers and carpenters serve an apprenticeship in order to acquaint themselves with their respective trades, but the human mind seems to be thought by many of so much less importance than leather and wood, or its mysteries so much more easily understood, that it is supposed right, in the case of the educator of youth, to depart from the rule prescribed for most other professions or kinds of business, and permit him to enter upon his duties not only unpracticed in, but without any just comprehension of them.

Every person of good sense does or should know, that teaching requires talents and acquired qualifications equal to any other business or profession, and it exhibits a sad neglect of their childrens' highest interests for parents to intrust their moral and intellectual training to the charge of the ignorant, the unskilled, and the low-minded,—a remissness of duty only equaled by the recklessness of those who, entirely unpre-

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pared, assume to be teachers Shall such be set to work out the eternal features of the soul?

If we consider the varied relations of human beings to their God, and to each other—the relations of the life which now is to that which shall be—if we believe in the relations which the bible claims to make, we can but be impressed with the momentous importance of so training our children and youth that they shall possess pure and benevolent hearts, characters such as alone can bless the world What shall it profit a man to gain all other knowledge, if he has no understanding of his moral relations and duties?

Whatever may be the theoretical opinions of men in respect to christianity, however they may doubt its divine origin and neglect its obligations, often are they led to do homage to its principles and its spirit, and to bear testimony to its worth Who does not eulogize moral excellence as it shone forth in the lives of the great and good who are now numbered with the dead? Napoleon was great in respect to intellectual power, military achievements and political wisdom. Washington, in respect to these characteristics, did not excel the famous Corsican, yet the whole civilized world pays a higher tribute of admiration to the character of Washington than to that of Napoleon. The reason is that Washington was a *good* man, who feared God and found his own highest happiness in securing the happiness of his fellow men. In his Farewell Address to the American people, this great and good man remarks: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens"

Every consideration, then, demands that the principles of morality be deeply fixed in the minds and hearts of all children

Discipline is much needed in our schools. Almost a total want of it has heretofore prevailed. This is mainly chargeable to parents, because they are becoming more and more inclined to listen to their children when disposed to make complaints against their teachers. This was not so when the present generation of fathers were school boys *Then* compulsion from school was rare. *Now*, since many parents look upon subordination in school as cramping the genius of *their* children in particular, it occurs frequently—unless the teacher is willing to sacrifice discipline and allow Young America, who acknowledges no superior within the circle of his acquaintance, to take pretty much his own course, which he is frequently compelled to do, if he would be a popular teacher.

The principles of true politeness should be inculcated. The importance of this subject is undervalued. Some associate the idea of politeness with pretension and hypocrisy. This is all wrong, and exerts an unfortunate influence upon the social bearing of hundreds. I say unfortunate influence, for the reason that every cause of coarseness and vulgarity deserves to be deeply deplored. True politeness, dignified and genteel deportment are worthy of high estimation By the term *politeness* is meant something far higher and nobler than may seem to attach

to the idea There is much that passes for politeness which should find no advocates with intelligent people. To put on the manner of courteous bearing merely to serve a purpose, and to lay it aside when the occasion which called it forth has passed away, is the mere counterfeit of the manners of well-bred and genteel society. Fops and flirts may be excused for the practice of their spurious style of politeness, but that which should be taught in all our schools is as unlike this as gold is unlike its cheapest counterfeit.

It is affirmed that the organ of reverence is much less prominently developed upon the *crania* of our youth than upon those of their parents. However this may be, it requires but little investigation to make the discovery that Young America has heard so much in regard to unparalleled greatness and glory of the American people, their wisdom and prowess, their vast and overwhelming superiority to all other nations, that he has come to the conclusion that "we are the people, and wisdom will die with us." From this, unfortunately for himself, he draws the conclusion that among all the thirty odd millions of wise men and heroes who make up this great nation, no one is quite so wise as himself. This self estimation leads him to take on airs, not at all expressive of respect for the opinions of others. To treat them defferentially would be to treat himself with indignity

Our schools have done much to foster this evil. People who are now forty years of age very well remember that in their school days the practice of politeness, in form at least, was a requirement which none could disregard with impunity. No boy entertained such just and appreciative ideas of the virtue which there is in the rod and ferule as he who had been guilty of what the teacher held to be an infraction of the rules of good manners. When going to or returning from school, the children met any persons who were their elders, they ranged themselves in a line upon one side of the road and made obeisance. And during their play hours, no traveler made his appearance whose approach did not cause a hush of voices and the tribute of a bow was cheerfully paid, and not till he had passed were their sports resumed. When they entered and left the school room, the bow, and courtesy were the preliminary and the finale of the performance.

We look in vain for the evidences of the youth of the present day for that spirit of kind respect and appreciative regard for their superiors in years and wisdom. Who does not know that bows and courtesies on the part of our boys and girls are obsolete, both in idea and practice? No boy makes a bow now, unless he has occasion to dodge a snow ball or a brick bat.

The want of uniformity in, and great variety of school books greatly retards the progress of the scholars, and seriously embarrasses the teacher. His or her time is frequently divided between half a dozen pupils with as many different kinds of books, when the same pupils, with proper books, might form a class. Efforts are being made to remedy this evil, and I trust these efforts may be crowned with success.

R. M. WALKER,
County Superintendent.

PIERCE COUNTY.

School Superintendent's Office,
Steilacoom, W T, Nov 30, 1861

To the Rev'd. B. C. Lippincott,
Territorial Superintendent of Public Schools, Wash. Ty :

Dear Sir—By law it is made a part of my duty to make out from the reports of the several school districts a "statement of the number of the schools in the county; the number of school libraries; the number of school houses; the number of districts; in how many districts a school has been kept during the past year; what school books are principally used; the number of children attended school for the past year, and the amount of money paid to teachers," and to give such information and make such suggestions as may be deemed important to the cause of education.

During the past year I visited all the schools in the county with the exception of No.'s 3 and 7, but for circumstances over which I had no control, it would have given me much pleasure to have visited the schools in No's 3 and 7, both of which have had schools in operation during the past year for the first time. It is with much pleasure that I can bear witness to the great zeal manifested by the several teachers in the faithful discharge of the responsible trust confided to them. There is, however a general neglect on the part of some officers in discharging their duties as required by section 4, chapter 1, of the act establishing a common school system for the Territory of Washington, and in consequence of this neglect on their part, the cause of education must inevitably suffer, and very materially, indeed. Up to this time (9 o'clock P M) no report has been filed in my office by either the auditor or justices of the peace.

In examining the reports of the several districts, I find the following statistics:

Number of school districts,	7
Number of scholars in district number 1,	77
Number of scholars in district number 2,	44
Number of scholars in district number 3,	11
Number of scholars in district number 4,	25
Number of scholars in district number 5,	43
Number of scholars in district number 6,	24
Number of scholars in district number 7,	25
Whole number of scholars in the county,	249
Number of school houses,	7

* * *

NUMBER OF MONTHS WHICH SCHOOLS HAVE BEEN KEPT:

In district number			1,	12 months.
"	"	"	2,	6 "
"	"	"	3,	3 "
"	"	"	4,	3 "
"	"	"	5,	6 "
"	"	"	6,	3 "
"	"	"	7,	3 "

SCHOOL BOOKS USED:

Readeas—Town's series.
Penmanship—Payson, Dayton and Scribner's.
Arithmetic—Davies', Ray's, Adams' and Colburn's and Emerson's.
English Grammar—Smith's and Bullion's.
Geography—Mitchell's, Smith's and Cornell's.
Natural Philosophy—Baker's.
Algebra—Davies'.

AVERAGE NUMBER OF SCHOLARS ATTENDING SCHOOL DURING THE YEAR.

In district number			1,	24
"	"	"	2,	23
"	"	"	3,	11
"	"	"	4,	20
"	"	"	5,	14
"	"	"	6,	18
"	"	"	7,	20

AMOUNT PAID TEACHERS:

In district number			1,	$120 00
"	"	"	2,	600 00
"	"	"	3,	(none)
"	"	"	4,	130 25
"	"	"	5,	135 00
"	"	"	6,	(not stated)
"	"	"	7,	(none)
				$985 25

As several of the districts have been but lately organized, and knowing the severe hardships they must necessarily experience from a non-apportionment of the school funds this year, I would earnestly recommend that the Legislative Assembly pass an act authorizing me to

make an apportionment when the reports required by law are furnished me. I would also suggest for your earnest consideration the propriety of recommending the Assembly to pass an act giving the county superintendent power to enforce a strict compliance with the school law by all officers mentioned therein, district as well as county.

I would submit for your consideration and opinion whether school funds paid to district clerks out of the county treasury on the superintendent's warrant can be legitimately expended for any other purpose than paying teachers their salaries? In one of the reports I find the following items: Paid E. H. Tucker, sheriff, $17 10; paid Frank Clark for legal services, $50; paid W. H. Wallace, rent, $30; paid E. Huggins interest on school order, $20; paid same for interest on school order, $17 55. Are these expenditures legal? I think not.

I would also recommend that Sec. 9 of the school law, page 307, statutes of 1859–'60, be amended by inserting the words "all moneys which may be then due and to be paid into," after the word "of" in the second line, so as to read "that all moneys which may be due and to be paid into the school fund in the county treasury, shall be apportioned."

I would also inquire whether the repealing clause in said act will include Sec 33 of the revenue act, page 338, statutes of 1853–'54? If so, I would earnestly recommend that it be revived by act of the Legislature this session.

I have not yet been able to effect a uniformity of text books for use in our schools in this county, but hope to accomplish it during the ensuing year.

Very respectfully yours,

WM. H. WOOD,

Superintendent Public Schools, Pierce County, W. T.

CLARKE COUNTY.

Report of the Superintendent of Common Schools of Clarke County, W. T., for the year 1861, *ending December 1st*, 1861.

The number of children in this county, as per district clerks reports, are six hundred and twenty. It appears that about one-third of this

number have attended school the past year. It also appears that about thirteen hundred dollars have been paid to teachers during the past year. There are twenty organized school districts in this county, there having been three new districts organized the past year. It appears that all the districts have school houses, with the exception of those new districts, and they are taking steps to build school houses. As I am informed as to school books, there appears to be no uniformity in them, though I have recommended to the several districts those having been recommended by the Territorial Superintendent. Those among those which seem to be most in permanent use here in this county, are Smith's Grammar, Monteath's Geography, Thompson's Arithmetic, Sanders' Readers, and Webster's Speller's. It is hoped that a more uniform system of books will be adopted throughout the county soon.

THOS. L. BRICKELL,
Superintendent of Public Schools of Clarke County, W. T.

LEWIS COUNTY.

REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS, LEWIS COUNTY, W. T.

Number of districts,	9
Number of school houses,	9

Number of Children from 4 to 21 years:—In first district, 16; second district, 17; third district, 11; no report from fourth district; fifth district, 23; sixth district, 27; no report from seventh district; eighth district, 18; no report from ninth district.

Schools have been kept three months during the past year in all the districts except the 3d, 4th, and 9th.

Proportion of scholars who attended school,	51
Amount paid teachers,	$256 39

SIR—You may think by this report that there is not much interest taken in the public schools of the county in consequence of not one-half of the scholars of the county who attended them, caused mostly by the limited circumstances of their parents, who were unable to take them

from their daily work. The obstacles which impede the progress of the schools at present are the hard times, and the taxes, which were not collected for the two years past, with the exception of about one hundred and fifty dollars, and a fine of $300 collected. There is a small amount due this county accruing from fines, which are, or ought to be in the hands of the clerk of the district court, Mr. Moses, part of which was there about a year ago. This gentleman has been for some time trifling with the county.

There has not been that change in the books of the county which you recommended, as it is with great difficulty that some of the scholars can get any kind whatever.

At Claquato, it is said, that there is the finest school house in the county being built.

Your obedient servant,

GEO. DREW.

To B. C. LIPPINCOTT,

Superintendent Public Schools, W. T.

P. S No school libraries.

The books used in the schools are Smith's, Ray's and Thompson's Arithmetics.

Town's and Webster's spelling books.

Mitchell's, Cornell's and Olney's Geographies and atlases.

Sander's and McGuffey's Readers and Electic Series.

Comstock's Philosophy, Elocution and Composition.

Smith's Grammar.

Goodrich's 4th and 5th Readers.

Mayhew's Practical System of Book-Keeping, by single and double entry.

Monteith's First Lessons in Geography.

South's Manuel of Geography.

Wilson's United States History.

Pinnock's Goldsmith's History of England.

Elements of Moral Science, by Francis Wayland.

Webster's Unabridged Dictionary.

Your obedient servant,

GEO. DREW.

Cowlitz, Dec. 1, 1861.

JEFFERSON COUNTY.

PORT LUDLOW, W. T., Nov. 12, 1861.

MR. B. C. LIPPINCOTT, Superintendent Public Schools, W. T.:

DEAR SIR—I herein submit report of schools for Jefferson county, W. T.:

Number of scholars in county,	83
Number of school houses,	1
Number of districts,	3
How many districts school has been taught in,	1
What proportion of all the scholars in Co. attended school,	½
Amount of money paid to teachers,	$266 66

BOOKS PRINCIPALLY USED:

Readers—Town's Series.
Grammar—Smith's.
Arithmetic—Thompson's.
Speller—Town's.
Geography—Mitchell's.

We have districts No.'s 1, 2 and 3 in Jefferson county. No. 1 only has been organized. Was organized in 1854, and a school has been supported a part of each year since. This district has received from the county treasury one thousand one hundred and fifteen dollars and seventy-two cents, which amount has been expended to support the school, besides considerable amounts which the district has raised to continue their schools when the public fund was not sufficient. This district has a new, sufficiently large, and convenient school house, and when completed and furnished properly, will answer the requirements of the district for some years.

Our other districts, No.'s 2 and 3, will be soon organized.

J. SEAVEY,
Sup. Schools Jeff. Co. W. T.

KING COUNTY.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS,
King County, Washington Territory, Nov. 21, 1861.

TO THE TERRITORIAL SUPERINTENDENT OF COMMON SCHOOLS OF THE TERRITORY AFORESAID:

SIR—Agreeable to your request of Oct. 4th, 1861, I beg leave to submit you the following report:

No. of school houses in the county,	1
No. of scholars in this county legally reported,	37
Whole No. of scholars in this county, if legally reported, would perhaps amount to	75 or 80
No. of school libraries,	0
No. of districts,	4

In one of which a school has been taught the past year, as per report, (official.)

School books principally used are Ray's Arithmetic, Smith's Grammar, Mitchell's Geography, McGuffey's Readers, Sanders' Series, and Webster's Spelling books

The proportion of all the scholars in the county that have attended school the past year, so far as I am legally informed or otherwise, is a little over one-sixth.

Amount of money paid teachers. $110 00

No official or legal report has been received from district No. 1.

District No. 3 is a new district just lately organized, or rather an old district just re-organized, on account of its having been annulled, together with all other districts in this county, except district No 1, I believe in 1855 or 1856, by Mr. Smith, Superintendent of this county at that time.

District No. 4 is a new district not yet organized.

The whole assessment for this year for school purposes is,	$328 89
Amount accruing from licenses and otherwise is,	193 97
Total,	$522 86

With great respect, I am, sir,
Your most obedient,
C. C. LEWIS,
Superintendent Common Schools, King County, W. T.

SAWAMISH COUNTY.

OLYMPIA, W. T., Oct. 24, 1861.

B. C. LIPPINCOTT, Supt. of Public Schools:

DEAR SIR—Yours of the 4th inst. is before me, desiring my report. I will say that on entering into the duty of my office in July last, I found no record to show that the county has been districted, but am informed that two years ago the county was thrown into one district.

It is my intention to divide this county into three districts. This I think will embody the will of the people. I cannot report in regular form, as I have no district reports to make a statement from, but I have gained the information requisite for your report to the Legislature.

There is 30 white youths and 6 half-breeds between the ages of 4 and 21. There has been 2 subscription schools taught. The rest all blank.

I am not informed whether or not half breeds are entitled to public funds. You would confer a favor by communicating to me on this point

Yours truly,

JOS. MISENER,

Supt. of Schools, Sawamish County, W. T.

WALLA-WALLA COUNTY.

I am informed that there are about 175 children in Walla-walla county. They are as yet in an unorganized state. However, private schools have been taught during the year.

CHEHALIS COUNTY.

Hon. Taylor informs me that there are about 100 children in Chehalis county. Three school houses.

Schools have been taught during a portion of the year.

Yours truly,

B. C. LIPPINCOTT.

KITSAP COUNTY

B. C. LIPPINGOTT, ESQ —Territorial School Sup't W. T:

I beg to call your attention to my report of the school districts organized in this county of Kitsap. The amount of money received from the county school fund two thousand one hundred and eight 18-100 dollars. Amount apportioned to each district is as follows: District No. 1, $867 50; district No 2, $762 16; district No. 4, $478 52.

District No 1 has a school house built at a cost of one hundred and sixty-six dollars. School has been taught thirteen months and half at a cost of six hundred and ninety-five dollars. The school has been taught by females. The number scholars in this district is eighteen. The books used are, Ray's Practical Arithmetic, Emerson's Arithmetic, first part, Town's Speller and Definer, Progressive Speller, Mitchel's Geography, National Fourth Reader, Progressive Third Reader, Bullion's English Grammar.

District No. 2 has a school house which cost six hundred and twenty-five dollars. School has been taught six months at a cost of six hundred and sixty dollars. School has been taught six months by a male teacher and six months by a female teacher. No. of scholars in the district seventeen. Books used are as follows: Swan's 1st, 2d and 3d Readers; McGuffy's 1st, 2d, 3d and 4th Reader, Town's Speller and Definer, Greanleaf's 1st and 2d parts Arithmetic, Clark's 2d part, Grammar, Goodrich's Geography, Willard's History U. S.

District No. 4 has a school house. School has been taught seven months and a half at a cost of $412 50, by male teachers. The books used are those you recommended for the use of schools.

This report gives you an account of all the school that has been taught in this county for the years 1860 and 1861, together with the total amount of school funds unto Nov. 1st, 1860. This year's apportionment is not included in the county school fund; the cause is I had not received the annual report from district No. 2 and four, and was unable to make the apportionment. It amounts to $775 20.

School has been taught this year in district No. 1 seven months and an unfinished term now being taught by Miss A. Dyer.

School has been taught in district No. 2 six months this year.

In district No. 4 school has been taught for the term of three months this year.

The whole number of scholars in the county for the year 1860 was forty-six.

Males twenty-seven.

Females nineteen.

The number of scholars reported by district No. 4, for 1860, was ten. In the report of district 4 I omitted the number.

JOHN COLLINS,
School Superintendent Kitsap County.

Teekalet, Oct. 28th, 1861.

COWLITZ COUNTY.

The Superintendent of Cowlitz county not having reported to the Superintendent of Public Instruction, I give the following items, to the best of my judgment: No. of children, 100; No. of school houses, 5; probable cost, $700. School has been taught in all the district a part of the year at the cost of about $250. Yours Truly,

A. R. BURBANK.

PACIFIC COUNTY

SUPT. PUBLIC INSTRUCTION:

Sir:—By rebuest I furnish you the following facts in relation to the public schools of Pacific county, to the best of my knowledge: No. of children, 100; school houses, 2. School has been taught during a portion of the year,

M. S. GRISWOLD.

HON. B. C. LIPPINCOTT,

Territorial Superintendent of Public Instruction:

ESTEEMED SIR—We have the honor to report from the school district of Port Townsend, that a public school has been conducted here two quarters of the present year. The teacher first employed was Mr. E. H. Perry, who had an average attendance of 17

Total attendance of 26

We set down, in the absence of any report from either teacher, these figures, with an equal proportion of boys and girls. The second teacher, Miss Anna Dyer, who dicontinued for lack of proper support in numbers. We have an excellent school house belonging to the district, well furnished with outline maps, black-boards and other conveniences. It is now idle, and a large number of children receiving the outside education peculiar to this "fast" country for children. No one is more adverse to small salaries for teachers than we are, but in the existing state of the country, it will become necessary for good teachers to work at rates reduced from those formerly paid. The school tax and moneys received from all sources are insufficient to maintain a public school strictly so.

The liberality of individuals has to be invoked, and we take pleasure in saying that at Port Townsend a call for aid is seldom made without a hearty and substantial response. A teacher, however, to feel any certainty of constant exmployment here the year round, must not expect more than a $600 salary. To this he could add the advantages that must result from pupils received from other parts of the Territory to his own profit. We are here quite tired of itenerant teachers, and hope to have some one that will make a home here.

Under the existing school law, directors are comparatively powerless. The law should be so amended as to give the directors power to check misconduct by summarily sending out of school any pupils who behave immorally or otherwise to clog the onward movement of the school. No corporeal punishment should be had in the school; but the parent should not be permitted to send a pupil that puts all law at defiance—to corrupt others, but be required himself or herself to prepare the child for school. That preparation should be of such moral cast of character as to make a school so constituted a model for other States or Territories. Whenever the parent finds that this has to be done, it will be accomplished, and no director should be required to retain in the school a pupil not so prepared.

The gold of California does less toward the intelligent and useful settlement of that State, now permanent in all that adorns civilized life, than the school system early adopted there and faithfully and energetically administered by the several county directors and other school officers. Though trammeled by the lack of money means in this wild country, we have great faith in the energetic character of a Territorial Superintendent so thoroughly competent to "go ahead" with the good work.

Your obedient servants,

ENOCH S. FOWLER,
THOS. M. HAMMOND,
PAUL K. HUBBS,
Directors for Port Townsend District.

Port Townsend, Oct. 8, 1861.

VANCOUVER, W. T., Nov. 8, 1861.

B. C. LIPPINCOTT, ESQ.,

Territorial Superintendent Public Instruction:

SIR—In reply to your favor of the 4th of Oct. last, propounding questions in regard to our Catholic schools at Vancouver, I have the honor to state that we have at Vancouver four Catholic schools, one a a Boarding and Day school for boys, under the name of the Vancouver

Academy. It is divided in three departments, viz: Primary, Junior and Senior; this last department including Philosophy, Mathematics and the classics. It numbers 28 students. The price of boad and tuition per scholastic year of ten months is $160 in the Primary department, and it increases $12 with each higher department. That school is under my control.

The second, under the name of Providence School, is a Boarding and Day school for young ladies. It embraces all the studies of general usefulness for young ladies in this country. It numbers 36 students. The price of board and tuition is $160 per scholastic year of ten months. It is in charge of the Sisters of Charity.

The two others are boarding Orphan Asylums, one for boys and the other for girls, also in charge of the Sisters of Charity. They contain 46 pupils, nearly all destitute orphans or semi-orphans, paying nothing to the establishment, and receiving thus gratuitously at the hands of the Sisters, food and clothing, and the benefit of a good raising and a sound elementary education.

The total number of pupils attending our 4 schools is 110.

To your inquiry, "Should the sexes be educated separated from each other?" my answer is, by all means.

I remain, very respectfully, sir,

Your most humble obedient servant,

J. B. A. BROUILLET.